

## HISTORY OF THE COLLEGE OF EDUCATION

at

The Ohio State University

Establishment of the Department of Pedagogy. Out of the growing demand for professional education of teachers, President James H. Canfield was instrumental in the establishment of the Department of Pedagogy in 1896. This was the first significant step in establishing the College of Education as we know it today.

Professor John P. Gordy, a Ph.D. from the University of Leipzig, was the first professor of pedagogy. Among the courses offered that first year by Professor Gordy were the following: educational psychology, history of education, philosophy of education, and the science and art of teaching. Within a period of four years the program included such courses as child study, educational values, the scientific method, educational theories, and kindergarten.

By action of the Board of Trustees on April 5, 1899 the Department of Pedagogy became the Department of Education.

President Oxley's Contribution. The next figure to give impetus to the rise of the College of Education was President <sup>William Thompson</sup> Oxley. He urged four measures of great importance to teachers--the creation of the office of High School Visitor; the opening of a University summer school; the establishment of a College of Education; and the introduction of a longer school year (four quarters) instead of the existing year of three terms with a long summer vacation when the expensive University plant stood idle.

Birth of the College. The General Assembly passed enabling legislation calling for the creation of the College of Education in 1906. This significant legislation committed the state of Ohio to the establishment of a full-fledged university in Columbus "including a teacher's college of professional grade." Seventeen months after the passage of the enabling legislation, the College of Education opened with the following announcement:

The University announces the organization of a College of Education to be opened at the beginning of the fall term of 1907. The organization of the college was authorized by legislative enactment at the first session of the 77th General Assembly. Its purpose is to aid in the execution of the policy of the state to furnish training for teachers. To that end opportunity is afforded for preparation for the work of teaching in high schools and normal schools, of superintending schools, of supervising special branches, and of acquiring a knowledge of, and a right attitude toward education.

Upon opening the new college under the leadership of Dean William W. Boyd, the Department of Education within the College of Arts was abolished. The curriculum of the new college included "fundamental courses" in general psychology, educational psychology, history and principles of education, elementary sociology, and observation and practice work in the public schools; courses in the field of the teaching major; and special methods in the teaching of the major subject.

Expansion in Psychology. The staff and curriculum in psychology began expanding when George F. Arps became Chairman of the Department of Psychology. Albert P. Weiss, an early addition to the department, began immediately to expand the psychological laboratory. Soon Sidney L. Pressey, who served the department for many years, was added to teach educational psychology. With the addition of Henry H. Goddard, the department began expansion in the areas of testing and clinical psychology.

Expansion in Education. George F. Arps' election as Dean of the College of Education signaled the beginning of extensive expansion in education. With the appointment of Professor Bode as Chairman of the Department of Principles and Practices began the growth of that department. Next came the addition of Professor

Buckingham to establish the Bureau of Educational Research.

Establishment of the Bureau of Educational Research. Dean Arps called the establishment of the Bureau "the crowning event in the developmental program of education in the state." Early work of the Bureau involved the preparation of various tests. In 1928 the Bureau formed three new divisions: evaluation, personnel and curriculum, headed by Professor Ralph W. Tyler, W. H. Cowley and Edgar Dale, respectively.

The Bureau was reorganized in 1957 as the Bureau of Educational Research and Service. It provided a means through which the College became recognized for vital programs of experimentation and publication.

Program Development. The program of the College was expanded in several areas some of which are mentioned below:

(1) A new program to prepare physical and health education teachers and coaches was initiated in 1921;

(2) In 1922 special programs were developed to prepare teachers for commercial subjects, journalism, and industrial vocations;

(3) Beginning in 1923 Professor James R. Hopkins provided the leadership which turned the direction of fine arts education toward preparation of painters, illustrators and sculptors, as well as teachers;

(4) The College established curricula in 1923 to prepare elementary teachers as well as elementary supervisors and principals.

Establishment of the University School. After many years of planning, the University School was opened in 1932. The University School incorporated a preschool, an elementary school, and a junior high school. University School was exceptional in the high quality of its teaching; in its attention to the physical, mental, and moral health and development of the pupils; and in its commitment to democratic ideals. Opportunity for creative effort was provided: pupils, teachers, and administrators co-operated in planning, developing, and evaluating the particular program which was believed best for the pupils.

Although the University School was for many years a leading center for creativity, democracy and innovation in elementary and secondary education, the school was abolished in 1967 because of the changing mission of the College.

Formation of the Department of Education. The Department of Education was formed in 1933 out of a combination of the Departments of History of Education, Principles and Practices of Education, Practical Arts and Vocational Education, and School Administration. Dean Arps had made the recommendation to improve the efficiency

and economy of operation of these departments. The new department provided the impetus for wide ranging curriculum revision in the years to follow.

The College's national reputation for excellence in education during the period of the Department of Education was the result of national leadership by several eminent professors rather than a pervasive movement. The College was a front runner in philosophy of education, the leader in the Core Curriculum movement, prominent in social studies education, eminent in mathematics education, a leader in elementary education and educational administration. National pre-eminence in these areas was due to the leadership of several distinguished professors such as Boyd H. Bode, H. Gordon Hullfish, Harold Alberty, Harold P. Fawcett, Laura Zirbes, Ward G. Reeder, and Earl W. Anderson. In addition, two other program innovations deserve mention--a program in which professors were assigned special responsibilities to aid small groups of students in their transition from high school to a large university through invitations to the professor's home, field trips, periodic meetings and conferences and required participation in experiences working with children in community social agencies.

Changing Direction Under Dean Klein. Under Dean Klein's leadership greater emphasis was placed upon undergraduate activities with future teachers working with children early in their preparation. Also during his term as dean, the Conservation Laboratory, The Teaching Aids Laboratory, the new Department of Occupational Therapy, and the Bureau of Special and Adult Education were established. In addition under Dean Klein's leadership the College participated in several cooperative projects such as the Eight Year Study.

Continued Growth and Development under Dean Cottrell. Under Dean Cottrell, the Department of Education received a five-year grant from the W. K. Kellogg Foundation for the establishment of the School-Community Development Study. It became one of eight centers for the study of educational administration established nationally through this Foundation's support. Under the leadership of its director, Dr. John A. Ramseyer, the Study focused on school-community dynamics. A few major accomplishments of the Center were organizing the Committee for Community Development, assisting in the formulation of the Ohio School Boards Association, and founding the Ohio Conference of Professors of Educational Administration.

In 1956, the Kellogg Foundation extended its support for an additional three years. During these transitional years, the emphasis was to develop a Center for Educational Administration, which would continue many of the research functions and field activities of the School-Community Study and perform them with Department of Education resources.

Also under Dean Cottrell's leadership the Bureau of Educational Research was combined with the Bureau of Special and Adult Education to form the Bureau of Educational Research and Service.

Dean Cottrell played a significant role in encouraging freedom of teaching and inquiry that have long been a characteristic of the College of Education. This freedom has been affirmed at critical times both by the administrative officers of the College and by the professors themselves.

Involvement in International Education. A major facet of the College of Education program in the past twenty-five years has been in the field of international services to education. With the close of World War II, this College, in company with many others, received requests from governmental and other agencies for the services of members of its staff in assisting with educational restoration, planning and development throughout the world. Professor Harold



Alberty and Herschel Nisonger were among the number who served the U.S. Military Government Unit, in the Spring of 1947, in dealing with problems incident to the re-opening of the six German Universities in the U.S. Zone of Occupation and in planning for their future development. Several other professors including H. Gordon Hullfish, worked in the field of Education with the Occupation Forces in Japan. In the summer of 1948, Dean Cottrell headed a Mission to plan educational restoration and development in the Philippines, for the Foreign Missions Conference of North America, in connection with the fifty-two schools, colleges, and universities operated there before the War by seven Protestant Church Denominations.

During the Korean War, Dean Cottrell headed a five-nation Mission on Educational Rehabilitation and Reconstruction in The Republic of Korea, which was appointed and operated by the United Nations Korean Reconstruction Agency, with the cooperation of UNESCO. This Mission was in Korea for the six months between July, 1952, and February, 1953.

During the decade of the 'fifties, the College pursued and reached an agreement with the Government of the Territory of Guam to assist in the founding and operation of a college, primarily for teacher education, which led recently to the establishment and

accreditation by the Western College-Association of the University of Guam. An even more ambitious program of international service by the College was that begun in India in 1956 and continued for thirteen years. At the request of the Ministry of Education of the Government of India, through the U.S. International Cooperation Administration (later the Agency for International Development) and with the assistance of the Ford Foundation in the early stages, the College undertook to assist the Ministry in a national effort to improve the education of secondary school teachers by introducing certain vocational studies into their preparation programs. Four completely new teacher education colleges were established and operated in regional centers by the national government of India. More than 50 educators served in this project. This College service is recognized as having exerted a major constructive influence upon teacher education in India. This project was directed by D. Alexander Severino, Associate Dean of the College.

The School of Education. The School of Education came into existence on July 1, 1965 under the directorship of Professor John A. Ramseyer. The formation of a School of Education within the College of Education was an attempt to build an organizational structure which would allow the faculty to marshal to the best

advantage available resources. The School of Education was viewed as a program operating unit of the College of Education. It was responsible for designing, developing, and implementing programs for the professional preparation of educational personnel for all types and levels of educational institutions; formulating programs of educational research and development; and offering services to social institutions designed for the improvement of educational programs.

Although the formation of the School of Education may have been premature in view of the University reorganization which soon followed, it was a significant movement toward representative governance of the College. Also during this period, comprehensive statements of program and personnel policies were developed of which many were retained with only slight modification for the operation of the College today.

Another significant movement was the diversification of the functions of research, teaching and service within each department that resulted in the dissolution of the Bureau of Educational Research and Service, the Department of Education and the University School.

During this period the College began to focus on the public school as its laboratory and its commitment to Ohio urban education centers.

Thus began a period of cooperation and collaboration in attempts to solve severe urban educational problems.

A New Thrust Toward Increased Relevancy and Accountability: Involvement in Metropolitan Education. The appointment of Dr. Luvern L. Cunningham as dean of the College in September 1967 signaled a new thrust toward increased relevancy and accountability. The Dean's membership and chairmanship of committees involved with urban education problems reveals his intense interest and leadership in the College's roles in urban education matters. Further evidence of the Dean's leadership in community educational affairs was his Chairmanship of the Ohio State University Commission to Study the Problems of the Columbus Public Schools.\*

In addition Dean Cunningham is involved in a national thrust to provide more relevant preparation programs for school administrators especially those serving urban communities.

In the Columbus study several problem areas were identified and recommendations were offered to attempt to solve the educational problems in Columbus. Some of the problem areas considered by the study commission were: school and community understanding and

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\* The three month study involved more than thirty faculty members and over 200 university students.

cooperation; equality of educational opportunity; pre-construction open housing agreements; managed school integration; compensatory education; school system renewal; school system assessment and accountability; school finances in Columbus; directing and administering the educational enterprise; and metropolitan federation and eventual metropolitan school authority. The numerous recommendations of the commission were based upon extensive study and analysis. The study team was directed by Arliss Roaden, Associate Dean of the College.

Another avenue of the College's involvement in urban education was the creation in 1967 of a Task Force for Experimentation in Teacher Education which is attempting to develop new approaches for the preparation of teachers for the inner-city. In an attempt to solve problems confronting urban education, the College of Education has allocated resources for the development and diffusion of several innovative professional preparation programs. Some of the major objectives of the programs were to emphasize the internalization of different teaching styles and strategies; to encourage teachers to take an active role in the life of school and community; to develop teacher education curricula for urban teachers; and to test an instructional organization--the clinical team which will encourage

teacher educators as well as teacher candidates to work together as professionals.

Several other programs targeted directly on the problems of education in urban centers are being conducted by the College of Education--an internship program in Hough and Glenville areas of Cleveland; a program for preparation of science and mathematics teachers in Cleveland schools; Project Promise which is a program for training high school students to work with elementary school students in a tutorial capacity; a program using Columbus inner-city schools for methods instruction; a program for preparing teaching teams for elementary schools involving Columbus inner-city schools; and a program for preparing educational leaders to work in ghetto schools.

Reorganization of the College of Education. In order to accomplish its objectives more effectively and efficiently (and to accommodate to University-wide reorganization), the present organizational structure came into being January 1, 1968. The School of Education was dissolved, the School of Art and the School of Music joined a new College of the Arts; and the Department of Psychology joined a new College of Social and Behavioral Sciences.

Planning began by developing a mission statement for the College--prepare personnel for professional teaching and leadership positions in a variety of educational institutions; contribute to the understanding of education as a body of knowledge; contribute to the development of institutional organizations and service systems to facilitate teaching and learning; and provide leadership in effecting planned change in schools and colleges.

Ten production units were established through consideration of the College's mission. The Academic Faculty designation was given to the units which are listed below: Curriculum and Foundations; Early and Middle Childhood Education; Educational Administration; Educational Development; Exceptional Children; Humanities Education; Industrial Technology; Science-Mathematics Education; Special Services; and Vocational and Technical Education. In addition the School of Health Education, Physical Education and Recreation which was formed during the University reorganization became part of the College of Education in July, 1968. The School, which is composed of the divisions of Men's and Women's Physical Education, joined the College in order to be separate from intermural and intercollegiate athletics.

In addition to the academic faculties and the divisions of the School, there are across College coordinating mechanisms. Task groups were created to deal with problems of concern to the total College; Centers were formed to facilitate research or related activities.

The units of the governmental structure of the College are listed with their responsibilities below: (1) Faculty Senate - responsible for establishing policy and rules for the College; (2) Program Committee - responsible for developing program and budget policy recommendations; (3) Personnel Committee - responsible for developing policy recommendations in the areas of faculty development, faculty appointments, promotions, and grievance; (4) Assessment Council - responsible for overall evaluation of the work of the College; (5) Student Council - responsible to bring student concerns to the Academic Faculties and the Faculty Senate; (6) Executive Committee - responsible for implementing policy decisions of the Senate as well as making recommendations on policy.

The College also has several college-wide service units: Undergraduate Academic Advisement; Graduate Office; Placement Office; Field Experience Office; Editorial Division; and Administration and Business Offices.



More Relevancy in Graduate Education. Characteristic of the significant developments in graduate education is growth within the Curriculum and Foundations Faculty. In 1963, the College of Education established a new field of graduate study for the Ph.D. degree, Curriculum: K-12. In the period 1963-70, this field of study developed from a nucleus of one faculty member and an interdepartmental advisory committee to fifteen faculty members and twenty-five to thirty full-time Ph.D. students in residence. Such expansion reflects a growing recognition, in the College and in the field at large, of the need to cope with pre-college curriculum planning in a larger context than either the conventional elementary or secondary school.

Graduates of the new program have assumed positions of leadership in curriculum and instruction throughout the nation. Moreover, with the establishment of a Center for the Study of Curriculum, the area is recognized as one of the few advanced graduate training centers concerned with theory and research on macro-curriculum problems and issues. Another significant development in recent years has been the involvement of junior faculty members (graduate students) as voting members on faculty committees concerned with the planning and evolution of educational programs.

Relevant In-Service Education Programs. Although financial and staff resources have been quite limited for extensive investment in in-service education, the developments described below highlight some of the College's endeavors in this area.

One of the more significant developments has been the Radio-Telephone Network. The Radio-Telephone Network was established as a modern technique for disseminating new knowledge and approaches from the "expert" to the classroom teacher. The procedure involves the use of radio-vision with telephone talk back for in-service education to schools scattered throughout Ohio.

During the school year 1964-65 twelve interested schools were organized to plan and give direction to the project. With the help of local superintendents regarding program selection the Radio-Vision-Telephone in-service program was made operational in January of 1965. In the school year 1965-66 an additional twelve schools were added to form another network.

At present, The Ohio State University Radio-Telephone Education Network in collaboration with the University Radio Station, WOSU and the College of Education sponsors these programs six times a year with sixteen school systems participating. Minor adjustments were made in the program in 1968-69 resulting in a more comprehensive

program with increased service to participating schools. Programs were scheduled to provide for four school systems on each of the four networks.

In addition the faculties of the College have sponsored several in-service institutes such as Mathematics and Science Institutes, Foreign Language Institutes, and the Guidance and Counseling Institutes. Illustrative of these efforts were the Guidance and Counseling Institute (1968-69) supported through National Defense Education resources. The Institute was designed to develop secondary school counselors capable of creating learning environments (through their guidance and counseling activities) which will help disadvantaged youth reach their full development and potential.

More Relevant Undergraduate Programs. In recent years there has been a trend toward increasing the experiential base of the undergraduate student in professional education.

The Science and Mathematics faculty is one of the units which has restructured its undergraduate program to provide a more relevant experience for their teacher trainees. The focus of the program involves the utilization of clinical teams in the preparation of science and mathematics teachers and familiarization of students with contrasting social, school and community contexts. Two of the

important features are the creation and field testing of instructional packages and the implementation of the instructional package into two markedly different contexts, an inner-city school and a non-inner-city school. The team approach in conjunction with concurrent work in the public schools provides more opportunity to minimize the theory-practice gap. The student can learn theories, acquire skill in the use of various teaching procedures, test them in micro-video-tape situations, evaluate and modify and then field-test his work in the schools.

Another interesting undergraduate development has been the Program in Educational Research and Development. It is designed to develop persons with basic employable research and development skills at the intermediate level of professional competence and responsibility. This program is a departure from conventional teacher-education in several ways. Efforts are made to incorporate integration of research and development knowledge and techniques and their application to educational problems in meaningful contexts; seminars and individual conferences; exposure to great lecturers engaged in a broad range of inquiries related to education; visits to research and development centers; student-initiated or team research and development projects; and apprenticeship research experiences

with Ohio State faculty members.

Leadership of National Organizations. The College has been on the forefront in innovation and experimentation in teacher education for many years. A natural outgrowth of its leadership has resulted in many members of the faculty serving as leaders in the establishment and continuous development of many of the national organizations which are concerned with improvement in education. Among the numerous national organizations within which College faculty have served as directors, executive officers, and program participants are the following: American Personnel and Guidance Association, American Association for Colleges of Teachers Education, American Education Research Association, Association for Supervision and Curriculum Development, National Science Teachers Association, Phi Delta Kappa, Association for Student Teaching, National Council of Teachers of English, National Council of Teachers of Mathematics, and the University Council for Educational Administration.

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Note: Much of the substance and detail of this brief history of the College of Education is drawn from H. G. Good's, The Rise of the College of Education of the Ohio State University, (Publications Office, The Ohio State University, Columbus, Ohio), 1960. Additional information was contributed by professors and administrators who helped to make history.